Ultimate Guide to the TOEFL® iBT (2026 Edition)

THE GRAMMAR &VOCABULARY SYSTEM

Dr. Hikmet Şahiner

SYSTEM BOOKS

TOEFL® is a registered trademark of Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

WHY YOU KNOW THE WORDS BUT STILL FAIL THE NEW TOEFL® TASKS?

Deconstructing Grammar & Vocabulary for the Redesigned 2026 TOEFL® iBT

You have memorized hundreds of vocabulary lists. You can read long academic passages and understand the general idea. But starting January 21, 2026, the TOEFL® iBT doesn't just test if you understand the "big picture." It tests your micro-control of the English language.

Welcome to the new era of TOEFL, featuring highly precise tasks like **"Complete the Words"** (Reading) and **"Build a Sentence"** (Writing).

In this new format, knowing a word's meaning is not enough. If you know the word "decide" but cannot accurately type the missing letters for "decision" vs. "decisive" under time pressure, you lose points. If you understand all the words in a sentence but cannot arrange them in the strict Subject–Verb–Object–Time order, your score drops.

The redesigned exam brutally punishes small morphological errors, unnatural collocations, and poor sentence architecture.

Welcome to "The Grammar & Vocabulary System"

Designed by Dr. Hikmet Sahiner—utilizing 25+ years of high-stakes prep experience and a Johns Hopkins Ph.D.—this book is not a traditional, boring grammar manual. It is an engineered "System" created specifically for the 2026 exam changes.

In this free preview, you will confront the new test format head-on:

The "Complete the Words" Diagnostic (Chapter 1): Test your ability to identify missing letters and correct word forms in real-time.

The Anatomy of a Word (Chapter 2): Discover how prefixes and suffixes are the ultimate cheat codes for the new Reading tasks.

The "Build a Sentence" Challenge (Chapter 10): Try to unscramble complex sentences just as you will have to on the new Writing section.

Stop studying general English. Start mastering the exact linguistic mechanics ETS is grading you on.

Turn the page, take the diagnostics, and see if you are truly ready for 2026.

Chapter 1 – Diagnostic: The “Complete the Words” Challenge

This chapter introduces one of the most new and unusual tasks in the 2026 TOEFL Reading section: **Complete the Words**.

You will see how the task works, try two diagnostic sets, then analyse your results to see which grammar and vocabulary areas you most need to improve.

1.1 What Is the “Complete the Words” Task?

In the updated 2026 TOEFL iBT Reading section, one of the first tasks you may meet is **Complete the Words**.

You see a short paragraph (usually 70–120 words). Some of the words are partly deleted. You see the beginning of the word and then some underscores, plus a question number in brackets:

The residence off____ (1) sends a welcome e____ (2) with important attach____ (3) …

Your job is to: - Type only the missing letters to complete each word correctly. - Use spelling, grammar, and meaning clues from the sentence and the whole paragraph.

In this book, we always show gaps with underscores, like: - attach____ (3)

On the real test, the interface may look slightly different, but the idea is the same:

- You see part of the word (the first few letters).

- You must type the last 3–6 letters.

How is this different from a normal gap fill/cloze?

Traditional gap fills usually remove the whole word and give you:

- a blank line (you write the word), or

- a set of options (multiple choice).

In **Complete the Words**:

- You already know part of the word.

- You do not choose from options.

- You must produce the exact spelling of the missing part.

So the task is less about guessing which word, and more about:

- how that word is formed (prefixes/suffixes),

- what part of speech it is (noun, verb, adjective, etc.),

- how it is spelled, including plural endings and vowel patterns,

- which words go together (collocations), like:

- job application, safety regulations, confirm a booking.

Even if you understand the meaning very well, you can still lose points if you do not control:

- -tion / -sion / -ment / -ness / -ity,

- plural forms (-s, -es, -ies),

- verb endings (-ed, -ing),

- adjective forms (-al, -ive, -ous, etc.),

- prepositions and connectors (during, because, although, however),

- tricky spellings (schedule, necessary, environment).

That is why this book begins with a **Complete the Words** diagnostic.

A Short Example

Read this example paragraph. It is shorter and easier than the real test, but the format is the same.

Example Paragraph
Many students use the campus printing lab before exams. They prepare hand____ (1) for their class present____ (2) and save important docum____ (3) on a USB drive. If the printer malfunc____ (4) at the last minute, they still have a digital copy.

Try to complete the words before you look at the answers.

This tiny example already shows the three main skills you need for **Complete the Words**:

1. **Recognizing word parts**

- Suffixes: -tion, -s, -ments, etc.

- Prefixes: re-, pre-, inter-, mal-, etc.

- Roots: form, spect, act, etc.

2. **Knowing parts of speech**

- Does the sentence need a noun, verb, adjective, or adverb here?

- After an article (a, an, the), we usually expect a noun:

- a digital agreem____ → agreement

- After *to*, we often expect the base form of a verb:

- to conf____ → confirm

3. **Noticing collocations and context**

- Common pairs:

- job application, safety regulations, digital agreement,

- conduct research, measure behavior, submit an assignment.

- The words around the gap tell you which specific word fits.

In the rest of this chapter, you will do a larger diagnostic with both daily life and academic paragraphs. The goal is not to get a perfect score now. The goal is:

- to discover what kind of mistakes you make,

- so you can use the rest of this book (Parts I and II) more effectively.

1.2 Diagnostic Set A: Daily Life Paragraphs

Important:

- Do this diagnostic before you look at the answer key.

- Suggested time for Set A (both paragraphs): 7–8 minutes

- Do not use a dictionary or translator.

- Write only the missing letters for each item.

In this book, we show missing parts like this: - off____ (1)

On the real test, you may not see the underscores, but you will see only the first part of the word.

Instructions

1. Read the first paragraph quickly to understand the overall situation.
2. Then, go back and complete each gap:
    - Think about meaning.
    - Decide which part of speech is needed.
    - Use spelling and word-part clues.
3. Repeat for the second paragraph.
4. Record your answers on paper (write only the missing letters, not the whole word).

Paragraph A1 – Moving into Student Housing (Questions 1–10)

Read the paragraph. For each numbered item, complete the word by writing only the missing letters.

Paragraph A1 – Moving into Student Housing
At the beginning of each semester, many students move into university housing. The residence off____ (1) sends a welcome e____ (2) with important attach____ (3), including your room assign____ (4) and a list of safety regulati____ (5). New resi____ (6) must read all the inform____ (7) carefully and sign a digital agreem____ (8) to conf____ (9) that they understand the poli____ (10). This process helps the staff solve problems quickly later in the year.

Paragraph A2 – Finding a Part-Time Job (Questions 11–20)

Paragraph A2 – Finding a Part-Time Job
Many students find part time work to help with their expenses. Our campus career cen____ (11) posts job list____ (12) on its web____ (13) and sends weekly newslet____ (14) dur____ (15) the semester. If you are inter____ (16) in a position, you should pre____ (17) your résumé and job applic____ (18) early, bec____ (19) popular jobs fill very quickly. Remem____ (20) to check your email for interview invitations and follow all instructions in the message.

When you finish Set A, continue directly to Set B (academic paragraphs) before you check the answers.

1.3 Diagnostic Set B: Academic Paragraphs

Set B uses academic style language similar to what you will see in TOEFL Reading passages and lectures.

- Paragraph B1: Life science (biology)
- Paragraph B2: Social science (psychology/sociology)

Again:

- Suggested time for Set B (both paragraphs): 7–8 minutes

- No dictionary, no translator.

- Focus on meaning + grammar + word parts.

Paragraph B1 – Photosynthesis (Questions 21–30)

Paragraph B1 – Photosynthesis
Photosynthesis is the process that allows plants to produce their own food. During this react____ (21), plants convert light ene____ (22), water, and car____ (23) dioxide into glucose and oxy____ (24). A green pigm____ (25) called chlorophyll abso____ (26) light, most effici____ (27) in the blue and red parts of the spect____ (28). The struc____ (29) of leaves, includ____ (30) their broad surface area, helps maximize light capture for photosynthesis.

Paragraph B2 – Online Communities and Behavior (Questions 31–40)

Paragraph B2 – Online Communities and Behavior
Social scientists often study how online commun____ (31) influence real world behav____ (32). One common met____ (33) is to cond____ (34) surveys that meas____ (35) how frequently people inter____ (36) with others on different platf____ (37). Resea____ (38) then ana____ (39) the data to ident____ (40) patterns, such as whether heavy social media use is associated with higher or lower levels of loneliness. These findings can help design programs that support healthier digital habits.

When you have answered all 40 items (1–40), you are ready to check your answers and analyse your strengths and weaknesses.

Do not continue if you have not yet completed all gaps.

1.5 Planning Your Study with This Book

Now that you have your score and error profile, you can decide where to focus first in Parts I and II of this book.

Remember: - This diagnostic does not measure all your TOEFL skills.

- It only measures some key parts of word architecture (Part I) and a little of sentence awareness.

- Use it as a map, not as a judgment.

Step 1 – Notice Which Items You Missed

Look at your incorrect items and group them by type:

1. **Suffixes and word families (nouns, verbs, adjectives)**
   Examples from this diagnostic:
   - -ment, -tion, -ation, -ity:
     - assignment (4), regulations (5), information (7), agreement (8), application (18), reaction (21), pigment (25), spectrum (28), structure (29), communities (31), behavior (32), method (33).
   - verb ↔ noun changes:
     - confirm (9), prepare (17), conduct (34), measure (35), interact (36), analyze (39), identify (40).
2. **Plurals and inflections (-s, -es, -ies)**
   Examples:
   - attachments (3), regulations (5), residents (6), newsletters (14), listings (12), communities (31), platforms (37), researchers (38).
3. **Function words and connectors**
   Examples:
   - during (15), because (19), including (30).
4. **Spelling of academic and daily-life words**
   Examples:
   - schedule, necessary, environment (not in this diagnostic but common),
   - office, center, behavior, analyze (US spelling),
   - carbon, oxygen, spectrum.

If you are not sure which category a mistake belongs to, look at the explanation in the answer key again.

Step 2 – Link Your Weaknesses to Chapters

Here is a simple guide connecting common mistake types to chapters in this book:

You missed many -tion / -ment / -ness / -ity nouns

→ Focus on:

- Chapter 3 – Noun Endings: -tion, -ment, -ness, -ity and More

- Chapter 6 – Vowel Patterns & Doubling (for inflections)

- Chapter 7 – Word Families in Context

You confused verbs and nouns (decide vs. decision, apply vs. application)

→ Focus on:

- Chapter 2 – The Anatomy of a Word: Roots, Prefixes, and Suffixes

- Chapter 4 – Verb & Adjective Endings

- Chapter 7 – Word Families in Context

You had problems with plurals (-s, -es, -ies)

→ Focus on:

- Chapter 6 – Vowel Patterns & Doubling: Adding -s, -ed, -ing

- Chapter 11 – Sentence & Question Patterns (for subject–verb agreement)

You struggled with function words (during, because, including)

→ Focus on:

- Chapter 14 – Prepositional Phrases: Time, Location, Direction, and More

- Chapter 15 – Connector Logic: But, However, Although, Despite

You made many pure spelling errors

→ Focus on:

- Chapter 5 – "Ghost" Letters: Silent Letters and Tricky Spellings

- Chapter 6 – Vowel Patterns & Doubling

You chose words that did not fit the context (wrong collocation)
→ Focus on:

- Chapter 8 – Collocations 1: Verb + Noun Pairs - Chapter 9

– Collocations 2: Adjective + Noun Pairs

Later, Chapter 25–26 for Academic Word List collocations.

Step 3 – Two Model Study Paths

Here are two short model plans for using Part I: Word Architecture based on your diagnostic score.

Path A – If Your Score is 0–20 / 40 (Weaker Base)

Goal: Build a solid foundation in word parts and common patterns.

Suggested order for your first 3–4 weeks with this book:

1. **Chapter 2 – The Anatomy of a Word**
    - Learn what prefixes, roots, and suffixes are.
    - Start a notebook where you group words by family:
        - inform – information – informative – informally.
2. **Chapter 3 – Noun Endings**
    - Focus on -tion, -sion, -ment, -ness, -ity.
    - Redo some of the diagnostic items (like 3, 4, 5, 7, 8, 18, 21) after studying.

3. **Chapter 4 – Verb & Adjective Endings**
    - Practise turning verbs into adjectives and back:
        - react → reaction, efficient → efficiency.
4. **Chapter 5 – Ghost Letters and Tricky Spellings**
    - If you had many spelling errors, spend time here.
    - Pay attention to patterns (double consonants, silent letters).
5. **Chapter 6 – Vowel Patterns & Doubling**
    - Practise plural forms (y → ies), -ed, and -ing.
6. **Chapter 7 – Word Families in Context**
    - Apply everything from Ch. 2–6 in short texts.

During this period:

- Work slowly and carefully through explanations.

- Do most or all exercises in each chapter.

- After finishing Chapters 2–7, come back and quickly redo this diagnostic or similar sets in Chapter 30 to see improvement.

Path B – If Your Score is 28–40 / 40 (Stronger Base)

Goal: Refine your control and extend vocabulary while keeping speed.

Suggested approach for your first 2–3 weeks:

1. **Review Chapters 2–4 quickly**
    - Skim explanations you already know.
    - Do 1–2 sets of exercises in each chapter.
    - Focus only on patterns you still get wrong (e.g., y → ies, -tion vs. -sion).
2. **Pay special attention to your specific errors**
    - If you missed academic words (21–40), spend more time on:
        - Chapter 7 – Word Families in Academic Passages.
    - If your mistakes were mostly collocations (job application, conduct surveys), move quickly to:
        - Chapters 8–9 – Collocations.
3. **Start integrating sentence-level grammar early**
    - Because your word forms are relatively strong, you can already begin:
        - Chapter 11 – Sentence & Question Patterns
        - Chapter 12 – Word Order for Time and Place
4. **Move into academic vocabulary**
    - As soon as you feel comfortable with Parts I basics, begin:
        - Chapter 25–26 – Academic Word List Groups 1 & 2.

For you, the main risk on test day is not basic errors, but:

- small, frequent mistakes under time pressure,

- limited range of academic vocabulary,

- unnatural collocations in writing and speaking.

Step 4 – Combine This Diagnostic with Later Practice

As you move through the book:

- Use Complete the Words exercises in each chapter to:

- test new suffixes, prefixes, and word families,

- practise spelling under light time pressure.

- Use Build a Sentence exercises (Part II) to:

- strengthen sentence patterns,

- connect word forms to real grammar.

In the final weeks before your exam, come back to:

- This chapter's diagnostics,

- The Global Diagnostic in the Front Matter,

- The full review in Chapter 30,

to check that your word architecture is strong enough for a 4.5–5.0+ level (B2–C1) in the new TOEFL Reading and Writing tasks.

If you know your typical error types now, you can use the rest of this book much more efficiently.

Even if you are already at upper intermediate level, polishing these details can make the difference between a 4.5 and a 5.5–6.0 on the new TOEFL scale.

In the next chapter, Chapter 2 – The Anatomy of a Word: Roots, Prefixes, and Suffixes, you will begin building the tools you need to master tasks like Complete the Words. You will learn how English words are built from smaller parts and how to use this knowledge to guess and produce correct forms more confidently in the exam.

1.4 Scoring and Error Profile (Answer Key, Explanations, and Error Types)

This section gives you:

- The answer key for all 40 items.

- A brief explanation for each item:

- part of speech,

- word family or word-part clues,

- collocation or spelling pattern.

- A simple error profile chart so you can see patterns in your mistakes.

Example (from Section 1.1): Answers and Why

Example answers (compact): 1. outs (handouts) 2. ations (presentations) 3. ents (documents) 4. tion (malfunction)

1. handouts → handouts
    - Context: "They prepare hand____ (1) for their class …"
    - Meaning: papers you give to students = handouts.
    - Form: noun, plural (they prepare several).
    - Word parts: hand + out + -s → handouts.
2. presentations → presentations
    - Collocation: class presentations is a very common phrase.
    - Ending: -ation + -s is a typical noun pattern (Chapter 3).
3. documents → documents
    - Context: "save important docum____ (3) on a USB drive" → files.
    - Word family: document (noun) → documents (plural).
    - Ending: -ent + -s (again, see suffix patterns in Chapter 3).
4. malfunction → malfunction
    - Meaning: when a machine stops working correctly.
    - Word parts: mal- ("bad") + function → malfunction.
    - Ending: -tion (very common in academic and technical vocabulary).

Answer Key – Set A (Daily Life)

Paragraph A1 – Student Housing (1–10)

Original text for reference:

Original Text (A1)
At the beginning of each semester, many students move into university housing. The residence off____ (1) sends a welcome e____ (2) with important attach____ (3), including your room assign____ (4) and a list of safety regulati____ (5). New resi____ (6) must read all the inform____ (7) carefully and sign a digital agreem____ (8) to conf____ (9) that they understand the poli____ (10). This process helps the staff solve problems quickly later in the year.

Answers (compact): 1. ice (office) 2. mail (email) 3. ments (attachments) 4. ment (assignment) 5. ons (regulations) 6. dents (residents) 7. ation (information) 8. ent (agreement) 9. irm (confirm) 10. cies (policies)

1. off____ (1) → ice → office
    - Part of speech: noun (place).
    - Clues: residence office is a common campus phrase; -ice spelling is typical in office, practice (BrE), notice.
2. e____ (2) → mail → email
    - Part of speech: noun.
    - Collocation: welcome email is a frequent phrase in campus and work contexts.
3. attach____ (3) → ments → attachments
    - Part of speech: noun, plural.
    - Word family: attach (verb) → attachment (noun) → attachments (plural). Suffix -ment signals a thing or result of an action (see Chapter 3).
4. assign____ (4) → ment → assignment
    - Part of speech: noun (task).
    - Word family: assign (verb) → assignment (noun). Again, -ment is a common noun ending from verbs.
5. regulati____ (5) → ons → regulations
    - Part of speech: noun, plural.
    - Word family: regulate (verb) → regulation (noun) → regulations (plural). -tion/-sion endings are very common for abstract nouns.
6. resi____ (6) → dents → residents
    - Part of speech: noun, plural (people).
    - Word family: reside (verb: to live somewhere) → resident (noun, person) → residents (plural).
7. inform____ (7) → ation → information
    - Part of speech: noun (abstract).
    - Suffix: -ation creates abstract nouns from verbs (inform → information). Very frequent in academic texts.
8. agreem____ (8) → ent → agreement
    - Part of speech: noun (document / understanding).
    - Collocation: sign a digital agreement.
    - Word family: agree (verb) → agreement (noun).
9. conf____ (9) → irm → confirm
    - Part of speech: verb (to show that something is true or correct).
    - Collocation: confirm that they understand; in emails you often see confirm a booking / reservation.
10. poli____ (10) → cies → policies

- Part of speech: noun, plural (rules).
- Spelling pattern: policy → policies (y → ies). This y-to-ies change is systematic (Chapter 6).

Paragraph A2 – Part-Time Job (11–20)

Original text:

Original Text (A2)
Many students find part time work to help with their expenses. Our campus career cen____ (11) posts job list____ (12) on its web____ (13) and sends weekly newslet____ (14) dur____ (15) the semester. If you are inter____ (16) in a position, you should pre____ (17) your résumé and job applic____ (18) early, bec____ (19) popular jobs fill very quickly. Remem____ (20) to check your email for interview invitations and follow all instructions in the message.

Answers (compact): 11. ter (center) 12. ings (listings) 13. site (website) 14. ters (newsletters) 15. ing (during) 16. ested (interested) 17. pare (prepare) 18. ation (application) 19. ause (because) 20. ber (Remember)

11. cen____ (11) → ter → center
- Part of speech: noun (place).
- Collocation: career center is a standard campus service.
- Spelling: American English center (not centre); TOEFL follows US spelling.

12. list____ (12) → ings → listings
- Part of speech: noun, plural (entries/items in a list).
- Word family: list (verb/noun) → listing (noun) → listings (plural). The -ing forms many nouns.

13. web____ (13) → site → website
- Part of speech: noun.
- Collocation: on its website; common campus and daily-life phrase.

14. newslet____ (14) → ters → newsletters
- Part of speech: noun, plural.
- Word family: news + letter → newsletter; plural -s. The base shows newslet…, so -ters completes newsletters.

15. dur____ (15) → ing → during
- Part of speech: preposition: during + noun (during the semester).
- Function word: often used to refer to time periods.

16. inter____ (16) → ested → interested
- Part of speech: adjective.
- Pattern: interested in + noun (interested in a position).
- Word family: interest (noun/verb) → interested (adj).

17. pre____ (17) → pare → prepare
- Part of speech: verb (base form after should).
- Grammar: modal verb (should) + base (bare infinitive) → should prepare.

18. applic____ (18) → ation → application
- Part of speech: noun.
- Collocation: job application is a very common phrase.
- Word family: apply (verb) → application (noun).

19. bec____ (19) → ause → because
- Part of speech: conjunction.
- Function: introduces a reason (because popular jobs fill very quickly).

20. Remem____ (20) → ber → Remember
- Part of speech: verb (imperative form: an instruction).
- Collocation: Remember to check… is a frequent pattern when giving advice or reminders.

Answer Key – Set B (Academic)

Paragraph B1 – Photosynthesis (21–30)

Original text:

Original Text (B1)
Photosynthesis is the process that allows plants to produce their own food. During this react____ (21), plants convert light ene____ (22), water, and car____ (23) dioxide into glucose and oxy____ (24). A green pigm____ (25) called chlorophyll abso____ (26) light, most effici____ (27) in the blue and red parts of the spect____ (28). The struc____ (29) of leaves, includ____ (30) their broad surface area, helps maximize light capture for photosynthesis.

Answers (compact): 21. ion (reaction) 22. rgy (energy) 23. bon (carbon) 24. gen (oxygen) 25. ent (pigment) 26. rbs (absorbs) 27. ent (efficient) 28. rum (spectrum) 29. ture (structure) 30. ing (including)

21. react____ (21) → ion → reaction
- Part of speech: noun.
- Word family: react (verb) → reaction (noun). -ion is a typical noun ending.

22. ene____ (22) → rgy → energy
- Part of speech: noun.
- Collocation: light energy is a fixed scientific phrase.

23. car____ (23) → bon → carbon
- Part of speech: noun (chemical element).
- Collocation: carbon dioxide is a very common scientific term.

24. oxy____ (24) → gen → oxygen
- Part of speech: noun (chemical element).
- Collocation: oxygen is often paired with carbon dioxide in biology texts.

25. pigm____ (25) → ent → pigment
- Part of speech: noun.
- Meaning: a coloured substance in plants or animals.
- Collocation: green pigment called chlorophyll.

26. abso____ (26) → rbs → absorbs
- Part of speech: verb, 3rd person singular (present simple).
- Grammar: singular subject (a green pigment) → absorbs.
- Spelling: absorb → absorbs (just add -s; abso…rbs).

27. effici____ (27) → ent → efficient
- Part of speech: adjective.
- Collocation: most efficient in the blue and red parts of the spectrum.
- Word family: efficient (adj) → efficiency (noun) → efficiently (adv).

28. spect____ (28) → rum → spectrum
- Part of speech: noun.
- Meaning: the full range of wavelengths of light.
- Spelling: spec + trum = spectrum.

29. struc____ (29) → ture → structure
- Part of speech: noun.
- Collocation: the structure of leaves.
- Word family: structure (noun) → structural (adj) → restructure (verb).

30. includ____ (30) → ing → including

- Part of speech: preposition-like participle (including X).
- Pattern: the structure of leaves, including their broad surface area.

Paragraph B2 – Online Communities (31–40)

Original text:

Original Text (B2)
Social scientists often study how online commun____ (31) influence real world behav____ (32). One common met____ (33) is to cond____ (34) surveys that meas____ (35) how frequently people inter____ (36) with others on different platf____ (37). Resea____ (38) then ana____ (39) the data to ident____ (40) patterns, such as whether heavy social media use is associated with higher or lower levels of loneliness. These findings can help design programs that support healthier digital habits.

Answers (compact): 31. ities (communities) 32. ior (behavior) 33. hod (method) 34. uct (conduct) 35. ure (measure) 36. act (interact) 37. orms (platforms) 38. rchers (Researchers) 39. lyze (analyze) 40. ify (identify)

31. commun____ (31) → ities → communities
- Part of speech: noun, plural.
- Word family: community → communities (y → ies).
- Grammar: plural verb influence agrees with plural subject communities.

32. behav____ (32) → ior → behavior
- Part of speech: noun (uncountable or singular).
- Collocation: real world behavior.
- Spelling: US English uses behavior (not behaviour).

33. met____ (33) → hod → method
- Part of speech: noun.
- Collocation: one common method is to….
- Word family: method → methodology.

34. cond____ (34) → uct → conduct
- Part of speech: verb (base form after to).
- Pattern: to conduct surveys / research / experiments.

35. meas____ (35) → ure → measure
- Part of speech: verb.
- Collocation: surveys that measure how frequently people….

36. inter____ (36) → act → interact
- Part of speech: verb.
- Collocation: interact with others; academic term in psychology and sociology.

37. platf____ (37) → orms → platforms
- Part of speech: noun, plural.
- Collocation: on different platforms (websites, apps, services).

38. Resea____ (38) → rchers → Researchers
- Part of speech: noun, plural (people).
- Word family: research (noun/verb) → researcher (person) → researchers (plural).

39. ana____ (39) → lyze → analyze
- Part of speech: verb.
- Collocation: researchers then analyze the data.
- Spelling: US English uses analyze (not analyse).

40. ident____ (40) → ify → identify

- Part of speech: verb.
- Collocation: identify patterns is very common in academic writing.

How to Score Your Diagnostic

- You receive 1 point for each correct answer (all letters correct, in the correct order).
- Maximum = 40 points.
- Spelling:
    - If you wrote the wrong letters (even one), the item is incorrect.
    - Capitalization does not matter here.

Write your total:

- Set A (daily life, 1–20): ____ / 20

- Set B (academic, 21–40): ____ / 20

- Overall (1–40): ____ / 40

Approximate interpretation (very rough):

- 0–15 / 40 → Serious problems with word forms, spelling, and/or collocations.

- 16–27 / 40 → Mixed control; clear weaknesses in some areas.

- 28–34 / 40 → Generally good control, but important gaps remain.

- 35–40 / 40 → Strong base; you still need refinement and speed.

Classifying Your Mistakes: Error Profile

To make your study plan effective, you need to see what kind of errors you made.

For each incorrect item, decide which type fits best:

1. **Spelling (S)**
   - You chose the correct word, but spelled it incorrectly.
   - Examples:
     - agreemant instead of agreement.
     - communitis instead of communities.
   - Often related to:
     - vowel patterns,
     - double consonants,
     - y → ies changes,
     - American vs. British spelling.
2. **Grammar / Part of Speech (G)**
   - You wrote a word from the right family, but with the wrong form:
     - informative instead of information,
     - apply instead of application,
     - conducted instead of conduct (after to).
   - Or you confused singular/plural:
     - community instead of communities.
3. **Meaning / Guessing (M)**
   - You wrote a word that does not really fit the context or collocation, even if it is grammatically possible.
   - Examples:
     - office → writing official,
     - behavior → writing attitude,
     - newsletters → writing emails.

Use a simple chart like this:

Item	Your Answer	Correct Answer	Error Type (S/G/M)
3	attachs	attachments	S
8	agree	agreement	G
19	before	because	M
31	community	communities	G
39	analysis	analyze	G / M

You do not need to write detailed comments yet. Just mark the pattern.

Chapter 2 – The Anatomy of a Word: Roots, Prefixes, and Suffixes

In this chapter you will learn how English words are built from smaller parts.

This knowledge will help you:

- guess the meaning of new academic words when you read or listen,

- choose the right form in your writing and speaking (decision vs. decide vs. decisive),

- complete missing letters in the Complete the Words task more accurately.

2.1 What Is a Word Part?

When you look at a word like *unhelpful*, you can break it into three smaller pieces:

- un + help + ful

Each piece has meaning:

- un- = not - help = give help - -ful = full of, having

So *unhelpful* means “not helpful.”

These smaller pieces are called **word parts**. There are four very useful types for TOEFL:

1. Base word 2. Root 3. Prefix 4. Suffix

You will also see the term **word family**.

Base word

A **base word** is a complete English word that can stand alone.

You can add prefixes and suffixes to it.

- help → unhelpful, helpful, helpless

- kind → unkind, kindness

- use → useful, useless, misuse

Here, **help**, **kind**, **use** are base words.

Root

A **root** is the core meaning part of a word. Sometimes the root is a normal English word (like help) and sometimes it cannot stand alone in modern English.

For example:

- struct → “build” - construct (build together) - structure (something that is built) - instruct (build knowledge inside someone → teach)

- bio → “life” - biology (study of life) - biography (writing about someone’s life) - biodegradable (able to break down in nature)

Roots like **struct** and **bio** often come from Latin or Greek. They are very common in academic vocabulary.

In this book, we use “root” for these meaning units (spec, struct, bio, psych, etc.), even if they are also used as prefixes in some words.

Prefix

A **prefix** is a group of letters added to the beginning of a word to change its meaning.

- un + kind → unkind (not kind)

- re + write → rewrite (write again)

- pre + view → preview (view before)

Prefixes often give information about:

- negation (not): un-, dis-, non-, in-, im-, il-, ir-

- time (before/after): pre-, post-

- amount (too much/too little): over-, under-

- direction/position: sub- (under), inter- (between), trans- (across)

Suffix

A **suffix** is a group of letters added to the end of a word to change its form or function (part of speech).

- decide → decision (verb → noun)

- happy → happiness (adjective → noun)

- comfort → comfortable (noun → adjective)

- hope → hopeless (noun → adjective)

- quick → quickly (adjective → adverb)

Suffixes often tell you if a word is:

- a noun: **-tion, -ment, -ness, -ity, -ance, -er, -ist…**

- an adjective: **-ous, -ive, -al, -able, -less, -ic…**

- a verb: **-ize, -ify, -en, -ate**

- an adverb: **-ly**

Word family

A **word family** is a group of related words built from the same root or base.

For example:

- act (verb)

- action (noun)

- active (adjective)

- activity (noun)

- actor (person noun)

- reaction (re- + act + -ion)

Another example:

- differ (verb)

- different (adjective)

- difference (noun)

- differently (adverb)

Knowing word families is essential for TOEFL:

- In **Complete the Words**, you must choose the correct family member from context.

- In **Writing**, you must decide if you need a noun, verb, adjective, or adverb.

2.2 High Frequency Prefixes for TOEFL

Here are some of the most common prefixes you will meet in TOEFL texts and tasks.

For each prefix, you see:

- Form - Basic meaning (simple)

- Example words (2)

- Example sentence using one of the example words

Note:

- Some “roots” like **bio** or **micro** also function as prefixes in many words. We include them here because you see them at the beginning of words.

1. **un-**
- Meaning: not, opposite of
- Examples: unhappy, unclear
- Sentence: The instructions were unclear, so many students made mistakes.

2. **in / im / il / ir** (same basic idea)
- Meaning: not
- Examples: incomplete, impossible, illegal, irregular
- Sentence: His explanation was incomplete, so the professor asked for more details.

3. **dis-**
- Meaning: not, opposite of
- Examples: disagree, dishonest
- Sentence: Some researchers disagree about how to interpret the data.

4. non-
- Meaning: not, without
- Examples: nonfiction, nonresident
- Sentence: The library offers services to both residents and nonresidents.

5. re-
- Meaning: again, back
- Examples: rewrite, review
- Sentence: Before the exam, I plan to review all the lecture notes.

6. pre-
- Meaning: before
- Examples: preview, prehistoric
- Sentence: Students can preview the online materials before the first class.

7. post-
- Meaning: after
- Examples: postgraduate, postwar
- Sentence: She is doing postgraduate research in environmental science.

8. over-
- Meaning: too much
- Examples: overeat, overconfident
- Sentence: He was overconfident and did not prepare enough for the presentation.

9. under-
- Meaning: too little; below
- Examples: underestimate, underpaid
- Sentence: Many people underestimate how long it takes to write a good essay.

10. mis-
- Meaning: wrongly, badly
- Examples: misunderstand, mispronounce
- Sentence: I misunderstood the schedule and arrived one hour late.

11. inter-
- Meaning: between, among
- Examples: international, interactive
- Sentence: Many courses now include interactive activities where students work in groups.

12. trans-
- Meaning: across, through
- Examples: transport, translate
- Sentence: Satellites help to transmit (send across) information around the world.

13. sub-
- Meaning: under, below
- Examples: subway, submarine
- Sentence: In some cities, people use the subway to avoid traffic jams.

⚠ DID YOU STRUGGLE WITH THE MISSING LETTERS OR WORD ORDER?

Don't Let Minor Grammar Mistakes Ruin Your Dream Score!

You have just experienced the most challenging new additions to the 2026 TOEFL® iBT. If you hesitated on word endings (-tion vs. -ment), struggled with passive voice structures, or found it hard to organize scrambled sentences naturally, your foundation needs immediate upgrade.

To secure a Band 5.0 - 6.0 (equivalent to 95 - 120 on the old scale), you must master academic collocations, conditional logic, and rapid word-building.

Do not leave your score to chance. Upgrade to the full 500+ page edition to unlock Chapter 11 to 30, featuring thousands of practice items for **Collocations, Academic Word Lists (AWL), and Daily Life Campus Vocabulary.**

Choose your preferred platform below to order the full edition or the exclusive 5-Book Ultimate Bundle:

🌐 GLOBAL STUDENTS (Outside of Turkey)

Format / Package	Platform	Link
Printed Book ***(Paperback)***	**Amazon KDP**	CLICK TO BUY!
Digital eBook ***(PDF / ePUB)***	**Google Play Books**	CLICK TO BUY!
Digital eBook ***(iOS / Mac)***	**Apple Books**	CLICK TO BUY!
Exclusive 5-Book Bundle ***(Save 30%)***	**Google Play Books**	CLICK TO BUY!

*For localized student support in **English, 日本語 (Japanese), or 한국어 (Korean)**, visit our global portal:*

👉 toeflsystem.com

TR **TÜRKİYE'DEKİ ADAYLAR İÇİN (Local Delivery & Turkish Support)**

Yeni nesil TOEFL 2026 formatına hazırlanan adaylar, kitabımıza kargo ücreti ödemeden, taksit imkanları ve özel indirimlerle **ydhocam.com** üzerinden hem basılı hem de dijital e-kitap formatında erişebilirler:

- 📦 **BASILI KİTAP OLARAK SİPARİŞ ET (Türkiye İçi Kargo): ydhocam.com**

- 📱 **GOOGLE PLAY E-KITAP OLARAK ANINDA SATIN AL: ydhocam.com**

JP **日本の皆様へのご案内 (Special Message for Japanese Students)**

新しい2026年TOEFL iBTで導入された「Complete the Words（単語の穴埋め）」や「Build a Sentence（文の組み立て）」タスクに完全対応。単語の暗記ではなく、語源と文法構造（S-V-O）からハイスコアを狙う画期的なシステムです。
👉 公式デジタル版＆バンドル購入：**https://toeflsystem.com/home-jp/**

KR **한국 학생을 위한 공지사항 (Special Message for Korean Students)**

2026년 신토플에 추가된 "Complete the Words"와 "Build a Sentence" 유형 때문에 당황하셨나요? 어휘의 어원(접두사/접미사) 분석부터 완벽한 문장 구조 완성까지, 감점 없는 문법/어휘 시스템을 지금 만나보세요.
👉 공식 사이트 방문하기: **https://toeflsystem.com/home-kr/**